

Capshard Out of School Club Day Care of Children

Capshard School
Barry Road
Kirkcaldy
KY2 6JD

Telephone: 07860916929

Type of inspection:
Unannounced

Completed on:
18 February 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2023000252

About the service

Capshard Out of School Club a daycare of children service provided by Fife council. The service is registered to provide a care to a maximum of 32 children at one time of an age to attend primary school to 14 years.

The service operates from Capshard Primary School, Kirkcaldy, Fife. The service is in a residential area close to local amenities. Children have access to the gym hall and toilet and can access various outdoor areas around the school.

About the inspection

This was an unannounced inspection which took place on 16 February 2026, between 14:50 and 17:10 and 17 February 2026 between 14:00 and 17:00. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- observed children using the service
- spoke with children using the service
- received feedback from eight families
- spoke with the staff and management team
- observed practice and daily life
- reviewed documents

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children benefited from the use of a large dining hall and had access to various outdoor spaces, including large playground areas and trim trails.
- Children were happy, settled, and actively engaged in play throughout the inspection.
- Children experienced consistently kind, caring interactions from staff, creating an emotionally secure environment where they felt valued, supported, and confident.
- Children had a personal plan in place that outlined key information; however, regular reviews had not always been undertaken.
- The service had a development plan and a clear focus on improving outcomes for children. They would now benefit from structured self evaluation approach to support meaningful reflection and improvement.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Leadership and management of staff and resources

Vision, values and aims of the service were reflected in practice. The service had aligned these with the school to support consistency and understanding for the children. Whilst they reflected the good quality practice observed, they had not been recently reviewed in partnership with children and families. Opportunities remained for the service to refresh its vision, values, and aims in collaboration with children and their families. This will ensure that these continue to represent the shared ethos of the setting.

Families had some opportunities to be involved in the development of the service. Parents told us they felt welcomed and listened to. They were asked for their views using a feedback book and through informal conversations and local authority wide questionnaires. Parents comments included, 'I feel the staff and management would always listen and take on board any comments or suggestions to improve the service'.

Quality assurance processes were in place and were beginning to support positive outcomes. A development plan was in place, and the service had clear focus to improve outcomes for children. Self-evaluation was not embedded within the service. While staff reflected on their practice, there was no structured approach using recognised tools to support them to effectively self-evaluate the service and identify strengths and areas for development. Implementing a formal self-evaluation process, such as using 'A quality framework for the early learning and childcare sector: school age childcare,' would support the team to meaningfully reflect and plan improvements that enhance children's experiences.

Children thrive and develop in quality spaces 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experience high quality spaces

Children benefited from the use of a large dining hall. This area allowed them to engage in play experiences that promoted active, energetic play. Upon arrival, children could play with some resources which had been set up, such as roleplay, imaginative and creative play. Children were supported to make choices in their play by accessing the stored resources and toys. In addition to this, children had access to various outdoor spaces, including large playground areas and trim trails. Children enjoyed playing with scooters and playing games. The large open space meant they could be energetic and active, contributing to children's overall wellbeing.

There were infection prevention and control procedures in place which supported a safe environment. For example, the service was clean and well maintained. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children.

Effective systems were in place to ensure children were accounted for whilst they attended the session. Children were signed in and out of the service. Good communication between staff contributed to ensuring children were kept safe. They used walkie talkies to support children to access the outdoors for parts of the session. This supported children to make choices about where they wanted to play.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Playing, learning and developing

Children were happy, settled, and actively engaged in play throughout the inspection. They made informed choices about their play within the environment and were given the time, space, and support needed to make decisions and express their views. Children demonstrated confidence in approaching staff for assistance when required, contributing to their sense of safety and security within the setting.

Staff demonstrated an understanding of children's individual interests, developmental stages, and play preferences. They facilitated children's play and learning well throughout the inspection by recognising when to give children time and space to lead their play independently and provided support and interaction when invited by children. This supported good quality play and learning experiences.

Children were engaged in experiences for long periods of time, sharing ideas with friends and extending their play. They moved confidently around the setting, accessing different spaces and materials to support their choices and wishes. For example, some children had fun doing gymnastics, playing badminton or doing crochet. Staff recognised and understood children's cues which meant they were able to tailor experiences to support engagement, fun and enjoyment. This included sensory experiences such as making slime, where most children participated, exploring textures and had fun being messy and creative.

A floor book was used to document some experiences and demonstrated children's participation. We discussed with the service ways in which the floor book could be better utilised to encourage children to share their reflections and lead their own play.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Nurturing care and support

Children experienced consistently kind, caring interactions from staff, creating an emotionally secure environment where they felt valued, supported, and confident. Throughout the inspection, children appeared happy and relaxed. It was clear they had developed positive relationships as they approached staff comfortably and engaged in relaxed conversations. Feedback from children and parents reinforced this. Children told us '[The club] is just good vibes, with lots to do. We get this whole area to play' and 'everyone is kind, they [staff] help you fix things and it really helps, you know, if something is wrong or you are worried about something'. These strong, trusting relationships played a key role in promoting children's emotional wellbeing.

Children benefitted from a positive snack time experience, which was sociable, relaxed and unhurried. It provided opportunities for them to be included and to take responsibility. Children were offered opportunities to assist with preparation and serving. One child told us, 'They [staff] let us help make snack, that's the fun part'. Snack did not interrupt play, and children were able to pour drinks and serve food independently at their own pace. The staff member present engaged positively with children throughout, sitting alongside them and facilitating relaxed conversation. Fresh fruit was accessible for self selection across the session, further promoting choice and autonomy.

Children had a personal plan in place that outlined key information, including their likes, dislikes, and interests, enabling staff to support children's individual needs effectively. These plans had been developed in partnership with children, promoting their involvement in decisions about their care. However, regular reviews had not always been undertaken, limiting the service's ability to ensure information remained current and reflective of children's changing needs. The service should ensure that personal plan information is reviewed regularly.

Children's health and wellbeing needs were being met as the appropriate forms and permissions were in place for the safe administration of medication. Staff were knowledgeable on how to share initial concerns on children's welfare and were confident in child protection procedures. This contributed to keeping children safe from harm.

Families were welcomed into the service when collecting their children. This offered opportunities for discussions with staff to take place regularly. Staff shared information about the children's day, any important updates from school and any other news needed to be shared. This contributed to strong connections and helped parents feel included within the service. Families told us, 'I am really grateful for the after school club - it is a vital service for working parents and the fact it is at the school now is brilliant! The team are lovely and care about the kids, and the kids really like the team,' and 'I am able to talk to staff at pick up and I have the mobile number to text the service. Any member of staff is always happy to talk to me or pass on important information for my child's care'.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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